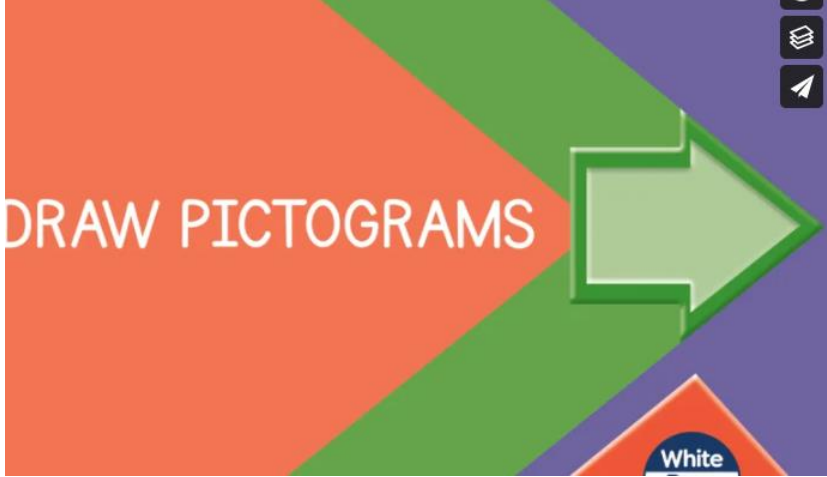




| Subject | Activity | Resources/Links | House Points |
|---------|--|---|--------------|
| Maths | Starter board: Answer the questions using a written method (10 mins) | Click here to view today's Starter Board and answers Click here to find helpful video tutorials if you're struggling with today's questions Click here to view the school calculation progression to help you if needed | 15 |
| | Turbo Maths: Click here for a burst of Turbo Maths fun! | Click here for a burst of Turbo Maths fun! | 5 |
| | Task: Draw Pictograms Click here to find a helpful video on today's learning - look for the video with the same title as the task Watch the video guidance to support you as you work through the lesson using the activities which can be found beside the video on the right-hand side. Tip: Pause the video while you work so you don't miss the next part! You can also play the video more than once and rewind it if you miss part or want to hear a small part multiple times until you fully understand. <p style="color: red;">Go the extra mile by reasoning at least 3 of your answers!</p> <p style="color: red;">Make sure to watch the maths feedback video for advice and guidance on how to give change.</p> | Video: Draw Pictograms  Click here to watch today's maths feedback video Click here to view today's activity Click here to view today's answers Click here to view our support for Maths at home if you need some help. Click here for a selection of useful websites and links for Maths. | 20 |



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|---|---|--|----|
| | Reasoning: Click here for today's reasoning task | Click here for today's reasoning task | 10 |
| | IXL: Year 3: R.2 Which tally chart is correct? R.3 Interpret tally chart, R.4 Interpret Bar Graphs Please make sure you have logged in before you start attempting tasks! If you are stuck, please try Year 2: Q1: Which tally chart is correct? Q.2 Interpret tally charts, Q.3 Which table is correct? If you are really stuck, please try Year 1: S.1 Which picture graph is correct? S.2 Interpret pictograph | Click here to visit Year 3 IXL Click here to visit Year 2 IXL Click here to visit Year 1 IXL | 10 |
| | Numbots: If your teacher has told you to play Numbots, please play Numbots for 10 minutes. Please make sure you have logged in before you start attempting tasks! | Click here to visit the Numbots website | 10 |
| | TT Rock Stars: Play Garage as normal. (10 mins) Please make sure you have logged in before you start attempting tasks! Please note: On Friday you will play Studio ten times: Can you keep your accuracy above 90% while answering questions as quickly as you can? | Click here to visit the TT Rock Stars website | 10 |
| | Reading for pleasure: Read your reading book for 30 minutes . Take the AR quiz when finished – remember to look back in the book to help you! | Click here to visit the AR website so you take your quiz! | 10 |
| Reading | Task: Finishing off the 'Ice Palace' book. Write a short book review. | Book review activity Click here to read the book Youtube clip of Mr Harney (pg 72-91) | 20 |
| | Nasty writing: Writing questions to find factual information. | Nasty Writing Activities Click here to watch a video of today's task | 10 |
| Writing ASSESSED PIECE OF WORK | ASSESSED PIECE OR WORK Weekly Task: (45 mins daily) Today we will be finding out how to interview people in order to find factual information about them. Follow the flipchart, watch the video link and complete the task of interviewing a partner or an adult to find key facts about their life. | Lesson Slides Click here to watch a video of today's task How to Interview Extraordinary People Activity Interview questions to find factual information - ASSESSED PIECE OF WORK | 20 |
| | Turbo SPAG: Exploring Biographies Watch the videos and complete at least activity one , feel free to complete more activities (further down the page) if you have time! | Turbo Spag Task | 10 |



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|--|--|--|------|---------------|------|--------------|------|--|--|--------|--|--------|--|------|--|----------|--|-------|------|--------|------|---------|------|----------|------|-------|------|--------|------|---------|------|------------|------|--------|------|--------|------|----------|------|----------|------|---------|------|-----------|------|----------|------|-----------|------|-----------|------|----------|------|----------|------|------------|------|-----------|------|------------|------|---------------|------|--------------|------|--|----|
| | <p>Handwriting: Write your spelling words out 3-5 times each in your neatest, joined up handwriting. Focus on using leading in strokes, the size of your letters with your ascenders being taller than the lowercase letters and descenders going underneath the line. (10 mins)</p> | Additional handwriting support resources | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Spellings: (15 mins) Choose the same two levels as you were practicing last week. Use Story Time to practise your spellings. <i>Test: 09/02/21</i></p> <table><tr><td colspan="8">• Practice spellings using a method I use in class. <i>Tick once I can spell a word.</i></td></tr><tr><td colspan="2">Bronze</td><td colspan="2">Silver</td><td colspan="2">Gold</td><td colspan="2">Platinum</td></tr><tr><td>learn</td><td>Tick</td><td>notice</td><td>Tick</td><td>various</td><td>Tick</td><td>medicine</td><td>Tick</td></tr><tr><td>often</td><td>Tick</td><td>island</td><td>Tick</td><td>suppose</td><td>Tick</td><td>experience</td><td>Tick</td></tr><tr><td>enough</td><td>Tick</td><td>famous</td><td>Tick</td><td>possible</td><td>Tick</td><td>peculiar</td><td>Tick</td></tr><tr><td>illegal</td><td>Tick</td><td>illegible</td><td>Tick</td><td>immortal</td><td>Tick</td><td>impatient</td><td>Tick</td></tr><tr><td>imperfect</td><td>Tick</td><td>immature</td><td>Tick</td><td>immobile</td><td>Tick</td><td>impossible</td><td>Tick</td></tr><tr><td>irregular</td><td>Tick</td><td>irrelevant</td><td>Tick</td><td>irresponsible</td><td>Tick</td><td>irreversible</td><td>Tick</td></tr></table> <div><div>Spring 1 Weeks 4 and 5 High Frequency words</div><div>children made of my one him</div></div> | • Practice spellings using a method I use in class. <i>Tick once I can spell a word.</i> | | | | | | | | Bronze | | Silver | | Gold | | Platinum | | learn | Tick | notice | Tick | various | Tick | medicine | Tick | often | Tick | island | Tick | suppose | Tick | experience | Tick | enough | Tick | famous | Tick | possible | Tick | peculiar | Tick | illegal | Tick | illegible | Tick | immortal | Tick | impatient | Tick | imperfect | Tick | immature | Tick | immobile | Tick | impossible | Tick | irregular | Tick | irrelevant | Tick | irresponsible | Tick | irreversible | Tick | <p>Additional spelling support resources</p>  | 15 |
| • Practice spellings using a method I use in class. <i>Tick once I can spell a word.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bronze | | Silver | | Gold | | Platinum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| learn | Tick | notice | Tick | various | Tick | medicine | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| often | Tick | island | Tick | suppose | Tick | experience | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| enough | Tick | famous | Tick | possible | Tick | peculiar | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| illegal | Tick | illegible | Tick | immortal | Tick | impatient | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| imperfect | Tick | immature | Tick | immobile | Tick | impossible | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| irregular | Tick | irrelevant | Tick | irresponsible | Tick | irreversible | Tick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>IXL: Year 3 English – Focus on K.1, K.2 If you have completed these already master 3 new skills that you have not yet completed. (15 mins) Please make sure you have logged in before you start attempting tasks!</p> | <p>Click here to visit the English IXL website.</p> | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PSHE | <p><u>Children’s mental health week</u> This year the theme for Children’s mental health week is to express yourself.</p> | <p>Click here to view the slides for this lesson</p> | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| | <p>We can express ourselves in lots of different ways. It's important we do because it can help us to share our feelings, thoughts, and emotions. You can use art, writing, music, dance, and other things that make you feel good.</p> <p>Send in photographs or videos showing how you have expressed yourself and look out for a celebration of expression at the end of the week!</p> | <p>Express Yourself video – page 4 on the lesson slides</p> <p>Click here for more information on Children's Mental Health Week</p> <p>Click here for some ideas!</p> | |
| French | <p>Log in to practice on Duolingo. Try to earn 10 XP today. Lots of house points to be earned for super French language learning.</p> <p>Please make sure you have logged in before you start attempting tasks!</p> <p>(10 mins)</p> | <p>Click here to visit the Duolingo website for schools.</p> | 10 |
| Science | <p><i>Please note this lesson will appear on Thursday. It will be an Assessed piece of work</i></p> | | |
| Art | <p><i>No Art this week</i></p> | | |
| RE | <p><i>Please note will appear on Thursday</i></p> | | |
| DT | <p><i>Please note this lesson was on Tuesday and was an Assessed piece of work</i></p> | | |
| Music | <p><u>Musical Genre Tasks</u></p> <p><i>Please note, this task is repeated from last week – if you didn't already have a chance to complete the extension task – give it a go. If you have attempted the extension task, try again with a different genre of music.</i></p> <p>Just as there are many styles of writing in your English lessons: poetry, story, letter, diary, report etc, there are also many styles of music. This is called Musical Genre. Rock music is one musical genre. Can you think of any others? There are so many others. A style for everyone! There's also Jazz, ambient, country, funk, dance, hip hop and musical theatre... almost an endless list.</p> <p>Have a listen to some of the above examples and some of your own. Which musical genres do you like to listen to? You might like to listen to different genres for different reasons. For example, I like to work listening to film scores,</p> | <p>Click here to view the task sheet</p> <p>Opera</p> <p>Bhangra</p> <p>Classical</p> <p>Dubstep</p> <p>Disco</p> <p>Rock</p> <p>African Drums</p> | 20 |








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| | <p>sing to Musical Theatre, dance to disco, chill out to Classical and do the housework to hip hop. What about you?</p> <p>Ask your family what they like to listen to.</p> <p>As an extension to this task, you might like to create a poster or create a mini project on your favourite Musical Genre. You could include favourite songs/music to listen to, composers, musicians or songwriters of the genre and some pictures.</p> | Latin Pop | |
| PE | <p>10:55-11:30am – check on Teams for your invite – Exercise session with Mr Quick and Mr Haggart.</p> <p>For our sessions you will need the following:</p> <ul style="list-style-type: none">• A rolled-up pair of socks or a small ball (tennis ball)• A cushion or larger ball (such as a football/netball/rugby/basketball)• 2 x tins of food or small hand weights <p>(If you haven't got any of the above handy don't worry - just join in anyway!) and</p> <p>Some space - it doesn't need to be a big space about 2 or 3m long and wide enough to move your arms and legs about.</p> <p>Some of the activities will be fitness-based and others will be around co-ordination and skill.</p> <p>The action will start at 11am but we want you to be ready at 10:55 so we can say hello to you all.</p> <p>There are new county wide challenges for all children to compete. There are 4 challenges a week to take part in. These are available here: https://www.activesussex.org/virtual/</p> | <p>Click here to view the PE Support at Home page – this has lots of other tips for PE activities at home.</p> <p>Click here to view PE knowledge organisers.</p> <p>You have been sent a Teams invite for the event – accept the Teams invite to take part in the live PE session.</p> <p>Click here for a taster!</p> | 30 |
| Computing | <p>This week, we will be using code to make a computer game. We will need to think about how Click here to start making your game</p> | | 20 |



| | | | |
|-----------------------------------|--|---|-----------|
| | |  <p>Click here to start making your game</p> | |
| <p>DT Part 2- Competition</p> | <p>'Get Set to Eat Fresh' DT COMPETITION! – GOOD LUCK!</p> <p>Can you create a recipe for Team GB?</p> <p>If you are chosen as a winner in your age category, you could win an exclusive Team GB goody bag, £50 in Aldi vouchers, a certificate, and your recipe will join Aldi's collection of Taste Kitchen recipes – featuring on both the Aldi and Get Set to Eat Fresh sites and Chesswood could also receive £200 in Aldi vouchers and a bag of fresh produce!</p> <p>If you are selected as the one overall winner – selected by Aldi Athlete Ambassadors – you will additionally receive a piece of money-can't-buy Team GB Tokyo 2020 signed merchandise and have your recipe featured on a full or double page spread of an Aldi leaflet!</p> <p>So, what do you need to do? Create and write a recipe, including ingredients, instructions, a description for the recipe, and a short paragraph to explain how the recipe is inspired by Team GB. - See the overview attached for full details.</p> <p>Key points worth remembering:</p> <ul style="list-style-type: none"> • All recipes should include at least two fruits or vegetables. • Entrants must include a photograph of themselves with their finished dish. • Submit your recipe using the Taste Kitchen Challenge Recipe Sheet and Cover Sheet completed by a parent/carers or teacher. • Entries should be sent to: info@getseateatfresh.co.uk • A winner will be chosen in each of the following age groups: 5–7, 7–11 and 11–14. • Competition deadline: Friday 12 February 2021 | <p>https://getseateatfresh.co.uk/resources/tastekitchenchallenge</p> <p>11.01.21 - Overview 11.01.21 - PowerPoint 11.01.21 - Recipe sheet PDF 11.01.21 - Cover sheet PDF</p> <p>Competition deadline: Friday 12th February 2021</p>     | <p>20</p> |



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| | <ul style="list-style-type: none">• All entrants receive 50HP just for entering! <p>Full terms and conditions can be found here: www.getseteatfresh.co.uk/about/tastekitchen-termsandconditions</p> | | |
|--|---|--|--|

Keep track of the house points you earn each day, collect and record these yourselves, we trust you to be honest!

Remember to let your teachers know what you have done – email photos or videos.